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Alternate Performance/Achievement Descriptors for Grade 3 Reading

Advanced	<p>The student at the Advanced level accurately and independently demonstrates the ability to carry out comprehensive content-specific performance indicators.</p> <ul style="list-style-type: none">• follows 3 step or more directions• chooses correct choice among the 4 options correctly• asks for clarification/help if needed• gives full attention to literacy materials/selection• communicates using expanded vocabulary• correctly answers who, what, and where questions and contributes own thoughts/ideas• is able to generalize information from one setting to another• responds with a complete thought• recognizes and articulates the main idea
Proficient	<p>The student at the Proficient level, given limited prompting, demonstrates the ability to respond accurately in performing a wide variety of content specific performance indicators.</p> <ul style="list-style-type: none">• follows 2 step directions• attends fully to the activity• contributes/elaborates on the response• shows independence/confidence• chooses correctly among three options (verbal, pictures, touch, other stimuli)• participates actively• understands what he/she is doing• cooperates with the administrator• addresses responses with Yes or No• communicates and demonstrates words he/she knows and asks for clarification if needed• attends long enough to complete a given task• attempts to answer what and where questions

Nearing Proficiency	<p>The student at the Nearing Proficiency level, given moderate prompting, demonstrates the ability to respond accurately in performing a narrow set of content-specific performance indicators.</p> <ul style="list-style-type: none"> • explores literary items (holds book in correct position, recognizes pictures vs. print, uses left to right orientation) • attends with support easily • begins to respond to literacy with varied prompts • responds to others • holds eye contact • begins to communicate with a purpose • communicates the correct choice between two options • follows one step direction consistently
Novice	<p>The student at the Novice level, given physical assistance and/or modeling, is supported to participate in content specific performance indicators.</p> <ul style="list-style-type: none"> • anticipates a reading activity. • attends to materials being displayed. • responds to own name • attends for a short period of time • begins/attempts to participate with supports • attempts to communicate